

GEORGETOWN SCHOOL DISTRICT

2018 Church Street
Georgetown, South Carolina 29440

GRADES PK-12

ENROLLMENT 10,001 Students

SUPERINTENDENT Dr. H. Randall Dozier 843-436-7000

BOARD CHAIR Mrs. Charlesann H. Buttone 843-436-7000

FISCAL AUTHORITY District Board

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	11	9	1	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

NO

This district met 26 out of 29 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Average	N/A
2003	Average	Below Average	No
2004	Good	Good	No

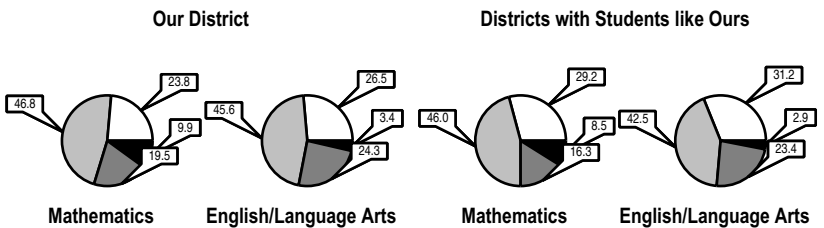
DEFINITIONS OF DISTRICT RATING TERMS





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

79.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	76.6	N/A	N/A	73.5	N/A	N/A
Passed 1 subtest	12.6	N/A	N/A	14.0	N/A	N/A
Passed no subtests	10.9	N/A	N/A	12.5	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	13.7	13.0
Seniors who met the SAT/ACT requirement	13.7	13.1
Seniors who met the grade point average	46.6	47.3

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	4,726	99.5	26.5	45.8	24.3	3.4	27.7
Gender							
Male	2,445	99.4	31.2	45.7	20.8	2.3	23.1
Female	2,281	99.5	21.5	45.9	28.1	4.6	32.6
Racial/Ethnic Group							
White	2,075	99.8	14.6	43.7	36.4	5.2	41.7
African-American	2,544	99.8	35.9	47.8	14.5	1.8	16.3
Asian/Pacific Islander	14	92.9	0.0	38.5	53.8	7.7	61.5
Hispanic	84	82.1	48.4	32.8	15.6	3.1	18.8
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	3,929	99.5	22.5	47.1	26.7	3.8	30.4
Disabled	797	99.3	46.5	39.3	12.7	1.4	14.1
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	4,726	99.5	26.5	45.8	24.3	3.4	27.7
English Proficiency							
Limited English Proficient	68	76.5	58.3	31.3	10.4	0.0	10.4
Non-Limited English Proficient	4,658	99.8	26.2	45.9	24.5	3.4	27.9
Socio-Economic Status							
Subsidized meals	3,151	99.3	33.5	47.8	17.0	1.7	18.7
Full-pay meals	1,574	99.8	12.9	41.8	38.6	6.6	45.2
Mathematics							
All Students	4,726	99.8	23.8	46.8	19.5	9.9	29.4
Gender							
Male	2,444	99.8	24.3	46.7	18.9	10.1	29.0
Female	2,282	99.8	23.1	46.9	20.3	9.7	30.0
Racial/Ethnic Group							
White	2,076	99.7	11.8	43.3	27.5	17.5	44.9
African-American	2,543	99.9	32.9	50.1	13.5	3.6	17.1
Asian/Pacific Islander	14	100.0	0.0	35.7	21.4	42.9	64.3
Hispanic	84	100.0	48.7	38.5	5.1	7.7	12.8
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	3,930	99.9	18.4	48.1	22.1	11.5	33.5
Disabled	796	99.5	50.1	40.6	7.0	2.2	9.3
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	4,726	99.8	23.8	46.8	19.5	9.9	29.4
English Proficiency							
Limited English Proficient	68	100.0	55.6	34.9	4.8	4.8	9.5
Non-Limited English Proficient	4,658	99.8	23.3	47.0	19.7	10.0	29.7
Socio-Economic Status							
Subsidized meals	3,150	99.8	30.2	49.7	15.8	4.3	20.1
Full-pay meals	1,575	99.8	11.1	41.2	26.8	20.9	47.7

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	754	99.7	17.2	41.0	36.7	5.1	41.8
	Grade 4	811	99.0	20.3	48.6	29.5	1.6	31.1
	Grade 5	751	98.7	31.7	49.5	18.4	0.4	18.9
	Grade 6	893	99.8	40.5	39.8	18.1	1.6	19.7
	Grade 7	776	99.1	35.8	48.1	14.8	1.2	16.0
	Grade 8	854	98.7	41.1	46.1	11.4	1.4	12.8
2004	Grade 3	759	99.3	12.8	36.2	41.6	9.4	51.0
	Grade 4	762	99.6	15.3	50.8	31.7	2.1	33.9
	Grade 5	788	99.2	18.7	56.6	23.7	1.0	24.7
	Grade 6	757	99.6	46.6	36.6	14.5	2.3	16.8
	Grade 7	901	99.3	32.9	51.3	14.6	1.1	15.8
	Grade 8	765	99.6	32.2	51.1	13.0	3.7	16.7

Mathematics								
2003	Grade 3	754	99.7	17.9	53.3	20.4	8.4	28.8
	Grade 4	811	99.6	15.6	46.7	21.4	16.4	37.8
	Grade 5	751	99.3	19.3	50.3	20.9	9.5	30.4
	Grade 6	893	99.8	29.7	41.3	20.2	8.9	29.1
	Grade 7	776	99.7	35.7	42.7	12.6	9.0	21.6
	Grade 8	854	99.4	38.4	50.9	8.8	1.9	10.7
2004	Grade 3	759	100.0	17.5	53.7	22.5	6.3	28.7
	Grade 4	762	100.0	13.3	46.2	26.7	13.8	40.5
	Grade 5	788	99.8	16.3	48.6	19.7	15.4	35.1
	Grade 6	757	99.6	24.0	45.0	20.4	10.7	31.0
	Grade 7	901	99.8	32.8	42.7	15.9	8.6	24.5
	Grade 8	765	99.7	38.3	48.5	9.7	3.4	13.1

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	719	98.9	14.2	32.8	29.8	23.2	53.0
Gender							
Male	341	98.8	20.0	34.2	27.9	17.9	45.8
Female	378	98.9	9.0	31.5	31.5	28.0	59.5
Racial/Ethnic Group							
White	322	99.4	6.4	20.3	32.2	41.2	73.3
African-American	383	98.4	20.3	42.9	28.0	8.8	36.8
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	603	99.3	5.3	33.5	34.2	27.0	61.2
Disabled	116	96.6	61.8	29.1	6.4	2.7	9.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	719	98.9	14.2	32.8	29.6	23.2	53.0
English Proficiency							
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	710	98.9	13.9	32.6	30.1	23.3	53.5
Socio-Economic Status							
Subsidized meals	360	98.3	21.9	41.6	25.6	10.8	36.5
Full-pay meals	359	99.4	6.3	23.9	34.0	35.7	69.7

Mathematics							
All Students	719	98.7	20.4	31.1	29.6	18.9	48.5
Gender							
Male	341	98.8	26.4	28.8	27.9	17.0	44.8
Female	378	98.7	15.0	33.2	31.1	20.7	51.8
Racial/Ethnic Group							
White	322	99.4	11.9	19.9	35.7	32.5	68.2
African-American	383	98.2	27.0	40.4	24.9	7.8	32.6
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	603	99.2	10.4	33.7	33.7	22.1	55.9
Disabled	116	96.6	73.6	17.3	7.3	1.8	9.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	719	98.7	20.4	31.1	29.6	18.9	48.5
English Proficiency							
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	710	98.7	20.0	31.1	29.9	19.0	48.9
Socio-Economic Status							
Subsidized meals	360	98.1	28.3	37.4	26.0	8.3	34.3
Full-pay meals	359	99.4	12.4	24.8	33.1	29.7	62.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	587	96.8%	597	13.7%	661	82.9%	N/A
Gender							
Male	254	94.9%	254	16.5%	308	74.7%	
Female	329	98.2%	343	11.7%	353	90.1%	
Racial/Ethnic Group							
White	262	98.5%	243	23.9%	267	86.1%	
African American	318	95.3%	350	6.3%	391	80.6%	
Asian/Pacific Islander	N/A	N/A	1	I/S	1	I/S	
Hispanic	1	I/S	2	I/S	1	I/S	
American Indian/Alaskan	N/A	N/A	0	N/A	1	I/S	
Disability Status							
Not disabled	554	97.7%	552	14.9%	588	88.6%	
Disabilities other than speech	29	79.3%	45	0.0%	73	37.0%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	573	96.7%	597	13.7%	N/A	N/A	
English Proficiency							
Limited English proficient	1	I/S	4	I/S	2	I/S	
Non-LEP	574	96.7%	593	13.8%	656	83.2%	
Socio-Economic Status							
Subsidized meals	249	94.8%	300	4.0%	352	78.4%	
Full-pay meals	331	98.2%	297	23.6%	309	88.0%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	96.8%	94.3%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	661	370
Number of Diplomas	548	278
Rate	82.9%	75.5%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	494	486	509	493	1003	979
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	17.2	17.7	18.0	18.3	18.2	18.6	18.6	18.5	18.1	18.4
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 10,001)				
First graders who attended full-day kindergarten	99.6%	N/C	98.3%	97.2%
Retention rate	5.4%	Up from 0.2%	5.4%	5.3%
Attendance rate	96.3%	Up from 95.7%	96.1%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.2%		5.8%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	8.7%		5.2%	5.1%
Eligible for gifted and talented	13.6%	Up from 10.7%	10.1%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.4%	Up from 11.2%	12.2%	10.9%
Older than usual for grade	6.7%	Up from 6.4%	5.1%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.1%	Down from 2.3%	0.8%	1.1%
Enrolled in AP/IB programs	10.8%	Up from 10.4%	10.4%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	367	Down from 388	132	157
Completions in adult education GED or diploma programs	47	Down from 144	39	39
Annual dropout rate	1.9%	Down from 2.6%	2.9%	2.9%
Teachers (n= 742)				
Teachers with advanced degrees	53.6%	Up from 47.7%	49.6%	50.0%
Continuing contract teachers	86.7%	Up from 82.8%	86.5%	84.6%
Highly qualified teachers**	87.8%	N/A	92.5%	92.5%
Teachers with emergency or provisional certificates	5.0%		4.6%	4.4%
Teachers returning from previous year	92.5%	Up from 90.8%	88.8%	89.9%
Teacher attendance rate	94.7%	Down from 94.8%	94.7%	94.7%
Average teacher salary	\$42,747	Up 5.3%	\$39,451	\$40,566
Vacancies for more than nine weeks	0.3%	N/C	0.5%	0.3%
Prof. development days/teacher	12.5 days	Up from 9.2 days	12.2 days	12.0 days
District				
Superintendent's years at district	1.0	Down from 4.0	3.0	3.0
Student-teacher ratio in core subjects	18.8 to 1	Up from 17.2 to 1	20.4 to 1	21.0 to 1
Prime instructional time	90.1%	Up from 89.2%	89.7%	89.5%
Dollars spent per pupil*	\$8,536	Down 0.5%	\$7,217	\$7,217
Percent of expenditures for teacher salaries*	52.4%	Up from 51.0%	55.7%	55.6%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	94.5%	Up from 87.6%	95.8%	97.3%
Number of schools	17	No change	10	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	0.0%	No change	3.3%	4.3%
Average age in years of school facilities	13	Up from 12	25	26
Number of schools with SACS accreditation	17	No change	10	8
Average administrator salary	\$73,727		\$64,578	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	85.5%	92.0%
Highly qualified teachers in high poverty schools**	94.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	9 trustees elected to at-large seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	16.0 per board member
Percent new trustees completing orientation	100.0%

DISTRICT SUPERINTENDENT'S REPORT

The 2003-04 school year showed a number of successes for our schools in Georgetown County School District. We have made good progress towards fulfilling our mission "to provide challenging educational programs that require all students to meet high academic standards that prepare all students to be responsible citizens and lifelong learners." Almost 65% of all of our schools scored good to excellent on their report cards last year. Almost 90% scored average to excellent with only two schools scoring below average. Our goal is to have ALL schools scoring good to excellent.

For 2004-2005 the school district will continue to strive for academic excellence in the following ways: small class sizes at all levels; additional instruction provided in language arts, reading, and math at the elementary and middle levels; replacement of dated computer equipment; implementation of MAP (Measuring Academic Progress); strengthening course offerings and implementing distance learning at the high school levels, among other initiatives. The school district will also provide additional professional development for teachers and staff needed in the related areas. School safety will also be a priority for all school environments, and we are presently working on additional grants for needed funding in this area.

Georgetown County School District will continue to strive for excellence in academics and also to focus on areas that need improvement. Special "Congratulations" go out to our three "Palmetto Gold" winners and our two "Palmetto Silver" winners. I also must congratulate our National Board certified teachers in our district on their extra efforts to achieve this goal. Georgetown has a high percentage of National Board certified teachers compared to other districts statewide. We now have educational programs that start with three-year-olds and continue throughout a lifetime with our Adult and Community education programs. I would like to thank all of our parents, PTA's, SIC's, business partners, and volunteers for their contributions in time and money to help make our schools successful. I also would like to thank our teachers, principals, and support staff for their extra efforts in 2003-2004. With everyone's continued support in 2004-2005, I am sure great things will continue to happen in Georgetown County School District.